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AUTHOR Bos, Roelof
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ABSTRACT

The United States Information Agency (USIA) invited four Dutch educators to make a five-week tour through the United States during the 1985-1986 school year. The goal was "to award and administer United States Educational Development grants to qualified foreign educators...to enable them to observe educational methods and practices, to see school administration and supervision at selected U.S. educational institutions, and to promote the general interest of international educational exchange." Members of the group were particularly interested in social studies, secondary-school management, unions, and journalism. The cities visited were: Washington, D.C., Milwaukee, Dallas, Denver, Boulder, San Francisco, San Diego, New York, and Bloomington, Indiana. Contents of this personal narrative are: (1) "Washington, D.C."; (2) "Officials"; (3) "Schools"; (4) "Unions"; (5) "Universities"; (6) "Publishers"; (7) "Hosts"; (8) "What I Learned"; (9) "What I Suggest"; (10) "What I Can Do"; and a literature list. (BZ)

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CITIZENSHIP AND EDUCATION
IN THE UNITED STATES OF AMERICA

Report on a tour of five weeks through the United States,
in the autumn of 1985

Made on the invitation of the US Information Agency (USIA)

By: Roelof Bos, editor of educational magazines,
Keesing Publishers, P.B. 1118, 1000 BC Amsterdam, The Netherlands,
Tel. 20-5641111

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FOREWORD

In the school-year 1985-1986 I was given the opportunity to make a tour of five weeks through the United States, in a group of four Dutchmen. We had been invited by the United States Information Agency (USIA) within the framework of a program - and now I am quoting - "to award and administer United States Educational Development grants to qualified foreign educators (...), to enable them to observe educational methods and practices, school administration and supervision at selected educational institutions in the United States, to promote the general interest of international educational exchange". Thus it was formulated in my visum.

On this tour - my first visit to the US - I would like to give the following report. I hope this report will be, apart from an obligation and a justification to the United States Information Agency, a readable piece of information for relatives, acquaintances and colleagues.

For the reader it will be useful to know that I myself was first of all interested in the social studies and in books and magazines aimed at this field. Another member of the group was, as a principal of a school for secondary education, especially interested in questions concerning school-management. A third person took a special interest in questions concerning unions. And a fourth one in planology and journalism. These backgrounds explain why certain elements formed parts of the program.

In general we went along together as a group of four; sometimes we went our own ways.

The cities that we visited in five weeks were: Washington DC, Milwaukee, Bloomington in Indiana, Dallas, Denver and Boulder in Colorado, San Francisco, San Diego and New York.

On various occasions I have already been able to give an oral report to the USIA. At the end of my journey I informed Dr. Passias of my experiences by telephone, and I told Dr. Bate about them at the dinner table. With Dr. O'Malley of the Visitor Program Service (VPS) - the actual tour-operator -

we had an extensive evaluating talk, with a written account, just before we travelled from New York back to Amsterdam. Finally, I could have an extensive talk about my journey with the cultural attachée, Ms. Ann Gurvin, at the embassy in The Hague.

I am very grateful to the people of the embassy and the USIA and the VPS in Washington DC for the invitation and for the way in which this journey was organized. The following should make clear if I have deserved so much good.

At the end of my report I will explicitly deal with some questions that the USIA put forward for the written report. The chapters in which I have subdivided my report are:

- 1 Washington DC
- 2 Officials
- 3 Schools
- 4 Unions
- 5 Universities
- 6 Publishers
- 7 Hosts
- 8 What I learned
- 9 what I suggest
- 10 What I can do.

Finally, the report is rounded off with a literature-list.

1 WASHINGTON DC

We visited:

- + USIA = United States Information Agency, Washington DC.
Mr. Gerald Mattran, Director for the Study of the US; Mr. Thomas Johnson, Division for the Study of the US; Mr. Frank Smolinski, Division English Language Program.
- + US Department of Education, Washington DC. Mr. James Doon, Acting Chief International Visitors Program, Office of International Education.
- + National Association of Secondary School Principals (NASPP),
Reston, Virginia. Dr. Thomas F. Koerner, Editor and Director of Publications; Mr. William J. Parrish, Assistant Director of

Research; Mr. Lew Armistead, Public Relations.

+ National Center for Education Information (NCEI). Ms. C. Emily Feistritzer, Director and Publisher.

+ Close Up Foundation, Arlington, Virginia. Mr. Tom Sutton, Program Department; Ms. Joellen M. Fritsche, Editor, Academic Publications.

+ National Council for the Social Studies (NCSS), Washington DC. Ms. Frances Haley, Executive Director; Mr. Charles R. Rivera, Editor "Social Education", Director of NCSS Publications; Mary Pat Doherty, Art Director.

+ American Vocational Association, Arlington, Virginia. Dr. Angele Thomas, Director Special Publications; Gladys B. Santo, Editor of the Journal.

+ National Geographic Society, Washington DC. See under: 6, Publishers.

In the United States as a whole, Washington DC has a special place. It was the first chapter of our journey and it soon became clear to me that it must be necessarily so. Washington is not only the political centre of the nation, it is also the seat of various important organizations in the field of education.

The "civic religion", in other words the sense of citizenship, that holds together the 50 states, is a visual reality on many spots of this historical city.

This is also the place where one becomes more deeply convinced of the importance of citizenship education for young people, my own field of work. At several meetings in or near Washington I have adopted new challenging views.

First at the Close Up Foundation. A heart-warming organization, which takes pupils and teachers from all over the United States to Capitol Hill for making a live acquaintance with the federal political system, for one week. Many return from there full of enthusiasm. That is not only because they have had to raise funds for their journey themselves in their own communities (61 % of the revenues of Close Up come from self-sponsored tuitions), but also because the whole organization, in which hundreds of people work, aims at one goal: that one week in Washington DC. On the basis

of the experiences acquired since 1971 the program for this week has been more and more perfectionized.

A very strong point in the set-up of the week is that separate programs have been designed for students on the one hand, and teachers on the other. In addition, Close Up supports the week's program with well-prepared written and audiovisual material, e.g. with the annual publication "Current Issues".

Instructive, educational and inspiring is also the material of our American host, the United States Information Agency (USIA). It is unfeasible to give a survey of publications of this service; however, I will mention a few later on. It was interesting to talk to some staff members of the USIA, who were designers of material that is also destined for use in schools.

Social Studies formed my prime personal interest. Therefore I was grateful that especially for me a meeting had been arranged at the National Council for the Social Studies (NCSS). There it soon became evident to me how strongly the social studies are dominated by the subject of history. However, this doesn't hold good for the NCSS. I was shown the monthly magazine "Social Education", and in one of the issues I came across the program for the congress of the NCSS, in November 1985 in Chicago. It consisted of a very large number of lectures and study meetings. At the basis of the planned meetings I could conclude, with necessary caution, that the NCSS covers the following fields:

- Contemporary history, or rather, contemporary problems. One does not even go back to the Second World War, at least as far as the subjects of the congress are concerned, except for a subject like the Holocaust. Besides, this program gives rise to the following remarks:
- Hardly any geographical subjects and not any real economic subjects are dealt with. However, there are interdisciplinary subjects with geographical or economic elements.
- Not much attention is given to social education.
- The more attention is given to political education, or rather, civic education. This appears to be the prominent field of attention

of the NCSS.

So far about the National Council for the Social Studies. About the nature of the social studies in the US I will have more to tell under the headings 'Officials' and 'Schools'.

Not in the last place is citizenship education promoted by the highly qualified material of the National Geographic Society (also in Washington DC), of the Scholastic Publishing Company in New York and of other publishers. However, I will tell more about this under the heading 'Publishers'.

A publisher in his own right is the Director of Publications of the National Association of Secondary School Principals (NASPP), Tom Kerner. In the magnificently constructed and beautifully situated new block of buildings of the NASPP in the New Town Reston, Virginia, he was a more than excellent host. That the NASPP is an impressive organization, certainly by Dutch standards, is also proved by the series of carefully edited periodicals and books which bear the mark of Koerner's craftsmanship. I mention the following: The Practitioner, A Newsletter for the On-Line Administrator; A Legal Memorandum; Curriculum Report on Research, Concepts and Practice; SchoolTechNews, Covering New Technology for Educators; Schools in the Middle, A Report on Trends and Practices; News Leader, Better Schools for the Youth of America; Bulletin, The Journal for Middle Level and High School Administrators; Student Activities, A Leadership Resource for Faculty and Students. Mind you ! Now I have only mentioned the periodicals. How much I could learn from this Mr. Koerner !

Finally, in this first part of my report I would like to mention the instructive introduction to American education that we got from James Doon at the Department of Education in Washington DC. Mr. Doon gave us the facts neatly in line: 50 % of the educational expenses is raised by the 50 states and only 8 % by the federal Department. The remaining 42 % is raised by means of taxes, especially on private property, imposed on the local level, the level of the school districts. These school districts, which generally cover larger communities such as a city or a country area, form the units in which many important decisions are made. The citizens, or rather, the parents, can see to these, and exert a certain influence on these through elections of members

of boards of education. Education in the US certainly seems, more than with us, to be a matter of public discussion, not in the least in the mass media.

I must be noted that the relation between the interest of the school district and that of the state (so not the federation) is often full of strain, as the state also has its own officials and boards of education. Also on these boards of education there are members elected by the citizens of the state ! The Superintendent of the state, too, has himself been elected - usually ? or always ?

Another interesting difference with the Netherlands: 90 % of the American schools are public schools, as Mr. Doon told us.] So the national Department of Education in Washington plays a minor role in the decentralized administration of American education. With the limited flows of money that the national Department sends into the country, it can stimulate particular desired developments, for instance the integration of various ethnic groups.

But evidently this department is no Pentagon of education. The visitor notices that immediately when he is entering the old building in which the national educational officials have to work. Must compare that with the new building for the Dutch ministry of education, which has recently been erected at Zoetermeer, near The Hague !

2 OFFICIALS

We visited:

- + Wisconsin Department of Public Instruction, Madison, Wisconsin. Dr. Michael Hartoonian, Social Sciences Curriculum Coordinator.
- + Milwaukee Public Schools, Milwaukee, Wisconsin. Dr. Lee R. McMurrin, Superintendent.
- + Milwaukee Public Schools, Milwaukee, Wisconsin. Mr. Harold Hohenfeldt, Dr. Glenda Landon, Mrs. Sharon Durtka.
- + Colorado Department of Education, Denver, Colorado. Mr. Doug Bassett, Executive Assistant of Communication Center.
- + Boulder Valley Public Schools, Boulder, Colorado. Mrs. Fay

Metcalf, Coordinator of Special Projects.

+ California State Department of Education, Sacramento, California.
Ms. Gail Imoberskag and others.

+ Oakland Unified School District, Oakland, California. Dr. Marlin Foxworth, Associate Superintendent and others.

After our first week in Washington DC we went into the country. You say it that way and you feel it that way, too. We were invited to meet officials of various levels in the states of Wisconsin, Colorado and California. Moreover, in this chapter I can also include information from non-official source from Texas.

I have the impression that with these four states we did not really land up in the worst ones as regards education. Wisconsin is known for its high level of education. A Western European, even social democratic mentality meets you there. (Accordingly high taxes are imposed there.) Texas has money, we know why. Colorado attracts teachers, for - as we have been told - they would also like to go skiing in the Rocky Mountains. And California, well, is not everybody with a surplus of ideas going there? Moreover, California has a very active Board of Education under the leadership of Superintendent Bill Honig.

With one exception, I will not enlarge on our talks with the officials. I have to restrict myself in this report, and then I would rather enlarge on parts of the program that concern my professional work directly: citizenship education and publications aiming at this field.

However, I do want to mention a plan of the State Board of Education of Texas, about which a professor of a university of Dallas told us. This State Board has, in its concern about the level of education, invented an examination for teachers-in-function in reading and writing! This examination was supposed to take four hours, and 220.000 teachers were supposed to do it. Through multiple-choice-answers the teachers would have to show their ability to think logically and to distinguish between norm and fact. This plan of the State Board of Education, so the top of the state ministry of Texas, reflects the conservative attitude of the Texans. It was assailed by teachers and their

organizations up into the law-courts, and whether the plan has really been executed the author of these lines cannot tell. But he would be pleased to know.

On one introducing lecture I would like to enlarge here, but that's because it has highly clarified my insight in American social studies. In Dr. Michael Hartoonian in Madison, Wisconsin, we had a born teacher before us. For one thing, he was clever enough to begin his survey of social studies with elementary education. From Kindergarten until the sixth grade pupils are brought in touch with ever widening circles: home, family, community, Wisconsin, the US, the world. The first acquaintance with the subjects is then taking place: geography, economy, history. Skills, knowledge and scope are being developed. Didactic views about the ages at which pupils are susceptible to various learning contents must seriously be taken into account in primary education.

This is not necessary any more in secondary education, Mr. Hartoonian emphasized. Sequences need not and must not be prescribed here. It is here that schools must make full use of their own "strength", and must decide themselves when and how they offer the obligatory items 'US Studies', 'World' and 'Social Sciences'. The last item he differentiated into a number of possible electives: psychology, economics, anthropology, but also interdisciplinary issues like environmental problems.

According to Mr. Hartoonian social studies have a triple aim:

- 1 citizenship
- 2 self-development
- 3 employment or work.

He considers it of utmost importance that pupils get in contact with:

- 1 their cultural heritage
- 2 their economic system
- 3 politics.

On the basis of his insight and experience Mr. Hartoonian claimed that social studies consist of:

- 60 % history
- 10 % geography
- 8 % economics

15 % psy- and sociology.

3 SCHOOLS

We visited:

- + North Division High School, Milwaukee, Wisconsin. Medical Specialty. Several teachers.
- + W(arren) T(ravis) White High School, Dallas, Texas. Several teachers and classes, in particular Mrs. Edna Davis, head of the history department.
- + The Hockaday School, private school for girls, Dallas, Texas. Several teachers, i.p. Mrs. Kenning, Mrs. Skaggs and Dr. Brown, all three of the history department, and pupils/classes.
- + Vocational Technical Center, Boulder Valley Public Schools, Boulder, Colorado. Mr. Don Scheel, Director.
- + Boulder High School, Boulder, Colorado. Several teachers and classes, i.p. Mr. Andrew Aiken, Mentor, Social Studies.
- + Berkeley High School, Berkeley, California. Ms. Samantha Lee, principal. Several teachers, among whom Ms. Thomasine Wilson, history teacher; Ms. Margaret Rowland, German teacher; Ms. Leticia Woodson, English teacher.
- + Alameda High School, Alameda, near San Francisco, California. Dr. Wretchen G. Wheelwright, principal, and several teachers.
- + Hayward Regional Occupation Center, Hayward, near San Francisco, California. Mr. Merle Runolfson, Director, and several teachers and classes.
- + Martin Luther King High School / New York Teacher Center Consortium, 122 Amsterdam Avenue (near 63d street), New York City (near the Lincoln Center). Mrs. Roni Wattman and several teachers.

It was certainly satisfying for us that we got to know so many schools in five weeks' time. We talked to teachers and sometimes also to pupils of two schools for vocational training, and six high schools (of which one has a preparatory medical specialisation). All eight of them are public schools. Moreover, we visited the private girls' school Hockaday in Dallas, a very particular school, with an outstanding level. Maybe it is even the best girls' school of the country.

It struck me that at the schools for vocational training the pupils were working so seriously. In addition, modern technical aids and instruments were used. Director Runolfson of the vocational school in Hayward, Ca., an extraordinarily strong leader of an excellently staffed and equipped school, said that he preferred to lease the technical instruments. Then they could regularly have fresh equipment. His teachers keep informed about the latest views because nearly all of them work in firms in the summer-vacation.

A further explanation for the greater interest of the students must also lie in the fact that they, if I am not mistaken, go to a vocational school at a somewhat later age than our pupils. And then the important fact should still be mentioned that the vocational school does not offer any academic subjects. The pupils keep studying these at their high school. So: in the morning high school, and in the afternoon they go to the vocational school, often enough with the yellow school-bus. There was one exception to this rule of the division between academic, say general education and vocational training, the school in Milwaukee.

Apparently there were few motivation problems in the (very) private Hockaday school or both vocational schools, both with the teachers and with the pupils. In the high schools it was different. Here we Dutchmen winked at each other, because we recognized much by comparison with our own schools. The same bouncing, lively youngsters, who are willing to be taught, but then they require quality. Teachers who complain (more often than with us about their salaries) next to teachers who love their subject and their profession. But we were also struck by the stricter security measures, such as the cautious locking of class-rooms. Teachers' rooms were sometimes downright cheerless.

When students are unmotivated, it can be noticed in social studies. Someone told us that with polls held among students the subject US history steadily scored as 'the single most hated subject in high school'. Also without knowing this I had already wondered how you could teach US history, in particular to the children

of newly arrived Latin-American immigrants. How could you make this exciting ? Fortunately I have got encouraging answers to this question and they convinced me more deeply of the fact that the story of the war of independence, the foundation of the US and especially the establishment of the constitution can be highly inspiring to the new generations. Inspiring particularly for the minority groups, the negroes and the Latin Americans , especially. With its intelligent formulation of democracy, the American constitution still appears to be a living one in education.

That does not conceal the fact that for pupils at school more attractive activities can be thought of ! Sports at school are much more important in the US than with us. Good for the physical development of the students, of course. An excellent means to promote team-spirit and sense of community, surely. But sports are also an instrument to tie students to the school, as one is not ashamed to say. Indeed, should one be ashamed of this argument ? However, the problem is that pupils sometimes go in for sports too much. That's why voices are heard to see to it closely that the school-work does not suffer from the sports. "No pass no play" is the terse summary of this aspiration: if you don't pass your tests, you are not allowed to play.

Meanwhile, it is understandable enough that students want to achieve in sports. In the US the Olympic ideal that to take part is more important than to win seems to be dominated by the principle of achievement. So at a rally during the lunch break at a high school in Colorado the whole school-community was told as to each team, how much it had achieved in competing matches against other schools of late. Moreover, the coaches - all of them teachers - were praised. Teams and coaches were sung to and yelled to by the cheer-girls. There was an orchestra. All the teams were in sports-dress, and also the cheer-girls were dressed in full costume. The school-leaders received the medals won, to give them a place in the prize-chest. It was a very nice, sociable and - as it seems to me - community-reinforcing - event.

But does every reader of this report know that in the United States "Teachers of the Year" are elected ? This is even done

every year, and it takes place on state-level and next on national level, too. That was something that we Dutchmen really had to get used to, when we heard it. But when it was explained to us how much goodwill for education could be gained by this, we were beginning to be convinced. And when in the Colorado Department of Education we were shown the entries of competing teachers and had a look at, for instance, the heart-warming paste-in album of the state-winner of Colorado, yes, then we understood. Indeed, this winner of 1985 was a female teacher of an elementary school.

So far about the schools. Rounding off, I would like to remark that above under the heading 'Washington DC' I have already written about the financing and administrating of schools.

4 UNIONS

We visited:

+ Wisconsin Education Association Council, Madison, Wisconsin.
Mr. James Blank, President.

+ Milwaukee Teachers Education Association, Milwaukee, Wisconsin.
Mr. William Budris.

+ Berkeley Federation of Teachers, Berkeley, California. Ms. Bonnie Robinson, President. Californian Federation of Teachers. Mr. Miles Meyer, President.

As the adept reader may have noticed from this little list, we have not been informed partially either with respect to union issues. Both the NEA (National Education Association) and the AFT (American Federation of Teachers) have been in the spotlight. The non-adept reader should know that in the US there is exactly such an opposition as there is with us between the more left-wing 'Algemene Bond van Onderwijzend Personeel (ABOP)' and the more right-wing 'Nederlands Genootschap van Leraren (NGL)'. But fortunately, there are differences with the Dutch situation, too. Per state either of the unions takes part in the negotiations, so as the only representative of all teachers. Thus Wisconsin is a NEA-state and California is an AFT-state. Not for ever, of

course, for this status is dependent on elections, as so many statuses in the US.

Furthermore an interesting difference with the Dutch situation is that both the NEA and the AFT cover the whole range of education, from Kindergarten via primary education up to and including secondary education. And finally we were told that the phenomenon of the closed shop, i.e. obligatory membership, has found acceptance. To what degree has, however, not become clear to me.

5 UNIVERSITIES

We visited:

- + University of Maryland, Baltimore County (UMBC) (from Washington DC). Dr. Edward Orser, Head of the American Studies Department. /W.
ment.
- + University of Wisconsin, Madison, Wisconsin. Department of Curriculum and Instruction. Dr. Alan L. Lockwood, Social Studies Program.
- + Indiana University, Bloomington, Indiana. School of Education. Dr. Howard Mehlinger, Dean.
- + Indiana University, Bloomington, Indiana. Dr. John J. Patrick, Professor of Education, member of the Social Studies Development Center; Dr. James Becker, Director Social Studies Development Center; Mr. Frederick Kisinger, Associate Director of the /C.
Office of School Programs; Ms./Mrs. Jean Campbell, assistant of Mr. Kisinger.
- + American Historical Review (AHR), Bloomington, Indiana. Dr. Otto Pflanze, outgoing Editor; Dr. David Ransel, current editor. The AHR is the journal of the American Historical Association (AHA).
- + Journal of American History, Bloomington, Indiana. David Thelen, Editor.
- + Southern Methodist University (SMU), Dallas, Texas. Dr. Glenn M. Linden, Associate Professor of History and Education, and wife.
- + University of Colorado, Boulder, Colorado. Social Science Education Consortium (SSEC) & Educational Resources Information Center (ERIC) (the Clearinghouse for Social Studies).
Dr. B.L. Taylor, Professor of Education; Cindy Meredith, assistant.

+ St. John's University, Jamaica, New York City. School of Education and Human Services. Dr. Rita Dunn, Professor; Ms. Angela Klavas, assistant. Center for the Study of Learning and Teaching Styles.

Very inspiring to me were our meetings with a number of university teachers, most of who were also working at books or other lesson-material for the social studies. Our tour along the universities was for me a kind of intellectual journey within the journey, with many highlights.

It already started in the first week with our visit, by car from Washington, to Edward Orser of the University of Maryland in Baltimore County. He is developing lessons about ethnic groups in the US. About two subjects he could show us written material, a television program and slides. The one subject is called "Native Americans in the 1980's", about the Indians; the other is called "Black Americans in the 1980's". Justifiably Orser wants to bring to the fore the culture of the groups concerned rather than their problems. In his presentation he opts for a biographical approach. For instance, by way of slides he makes us acquainted with the black Brooks' family: their way of life, how they earn their living, their living conditions etc.

At the University of Wisconsin in Madison we met Alan Lockwood, who had just seen the first printing of his book "Reasoning with Democratic Values; Ethical Problems in United States History". This, too, is a method aimed at education, including a teacher's guide. In this publication 49 historical episodes are dealt with, with ethical dilemmas as their themes. One of the first is the attitude of Thomas Jefferson towards slavery, one of the last the attitude of Jimmy Carter in the hostage crisis in Iran. The dilemmas from the various historical episodes are connected with the following democratic basic values: "authority", "equality", "liberty", "life", "loyalty", "promise-keeping", "property" and "truth". Further bibliographical data about this book have been included in my literature list at the end of this report.

The approach of Alan Lockwood may be somewhat too academic and

philosophical for the average high school student, when visiting the University of Indiana in Bloomington, Ind., we strode into the think-tank of the American social studies, where one knows the ropes all too well. The institute meant here is known by the name Social Studies Development Center. Fred Risinger was a very active host here - and, indeed, for our complete program in Bloomington - and besides, he was a stimulating person to talk with. Again, I became more and more convinced how important it is that university-researchers and -authors devote themselves to writing learning-methods for secondary education. In the Netherlands this approach is used too little. That's why in the professional magazines for the teachers of social science and history you come across so many try-out inventions, 'little lesson-ideas' of individual teachers that nearly by definition are not likely to suit someone else. Moreover, such suggestions consist for three quarters of procedure and for the smallest part of content. With us too many teachers hobby about, and they think that that is normal.

In Bloomington, Indiana, John Patrick is a leading university-animator of the social studies, and then in particular as regards history education and citizenship education. Of course, of late he has been busy compiling material for publications about the constitution, which may celebrate its bicentennial anniversary in 1987. Indeed, Mr. Patrick, like Mr. Lockwood, believes in discussing ethical questions, which he derived from sentences of law-courts: "real cases, real people, real causes", were the key-phrases that I noted down. I need not hide the fact that John Patrick earns good money with his school-books.

As a good acquaintance of his told us, there were years that Patrick earned more with his books than with his academic work. A compliment, surely?

For everyone in the Social Studies Development Center there must have been a fertile cooperation with the man who was its head for years and who is now Dean of the School of Education, the teachers' training department of Indiana University: Howard Behlinger. Mr. Behlinger has contributed to many publications of and is still a very prominent man in the circle of the National

Council for the Social Studies. With this organization we made acquaintance before in this report (see under 'Washington DC'). Mr. Mehlinger also knows and recognizes - as few others do - the serious problems that threaten the social studies in the US. In an article from 1981 that he gave to us he wrote about that with great insight ("Social Studies: Some Gulfs and Priorities", see the literature-list at the end of my report).

Surprising was our meeting with the psychologist in child-development Rita Dunn. She distinguishes a fair number of learning-styles with students and she managed to talk us, too, out of the belief that all children should do their homework in silence. It cannot be denied that 15-20 % of the pupils has a more or less extreme learning-style. If you don't want to take that into account, they learn less than they might learn. Many pupils absorb more with the radio on than with the radio off ! From Rita Dunn we got series of lessons with themes like "the Smart, the Rich and the Sorry" (with reference to the Great Gatsby) and the problem of war.

In San Diego we attended the biennial convention of the American Studies Association. Many of the lectures were too specialized for us. The most stimulating I found a number of discourses about the borderland of journalism and fiction. For instance, David Eason of the University of Utah went extensively into the famous account in the Washington Post about the 8-year-old girl Jimmy, addicted to heroine, with which Janet Cooke won a Pulitzer-prize. Later it appeared that the story had been invented. How many invented stories are not swallowed greedily by newspaper-readers ?

Finally, I would like to mention that I was so fortunate during my stay in New York City to be able to pay a visit to the New School for Social Research, at the Graduate Faculty of which Hannah Arendt (who died in 1975) taught for many years. About Hannah Arendt I wrote my doctoral thesis. Her work keeps captivating me enormously.

6 PUBLISHERS

We visited:

- + National Geographic Society, Washington DC. Mrs. Wendy Rogers, Manager Educational Services.
- + Phi Delta Kappan, Education(al) Magazine, Bloomington, Indiana. Bob Cole, Editor.
- + Allyn & Bacon, School-book Publishers. Mr. James Zaleski, sales representative.
- + Hendrick-Long, Publishing company, Dallas, Texas. Mr. James W. Long, publisher, and his wife Joelle.
- + The Independent, local newspaper, Littleton, near Denver, Colorado. Houstoun Waring (84 years of age), emeritus editor.
- + McGraw Hill, Publishing company, New York City. Alma Graham, Executive Editor for the social studies (Webster Division) and others.
- + Scholastic Inc. Publishing Co., 730 Broadway, New York City, NY 10003. Ms. Jeanne Krier, Public Relations Director, and others.

And so I have come to my own field of work: the publishing company, in particular educational publishing. Shortly I will deal with some commercial publishers, but here I would like to start with the National Geographic Society. It was quite an experience to me to enter the holy halls of this society in the centre of Washington. The famous Magazine of this society is a shining example of education. Among other things we heard that the magazine has 10.5 million members-subscribers, that the preparation and the production of articles take about seven months, and that each geographical area is a topic about every seven years. Whoever starts to work with the National Geographic Society, will - generally speaking - never leave it any more. Many stay at the same post for the rest of their working life.

Our hostess was responsible for the specific educational publications aimed either at youngsters, or at education as such. Also within this scope a magazine is published: "World" for 7-14 year-olds, with a circulation of 1.2 million. Besides, there is a whole range of educational aids, which are enumerated in the annually published National Geographic Educational Services

Catalog. The aids are subdivided in: multimedia kits, participatory film-strips, books, atlases, maps, globes, magazines and videos. As a present I received the cassette entitled "An introduction to capitalism, socialism, and communism". This cassette contains educational filmstrips with audiocassettes and a teacher's guide. Magnificent material.

The National Geographic Society is, as the name already says, not a commercial publisher. It is a society with members, and accordingly it profits, for instance, by lower postal rates. We got in touch with the really commercial publishing circles by our meetings with, among others, people of Allyn & Bacon (linked with the Prentice-Hall-concern), McGraw Hill and Scolastic Inc.

With reasonable pride the representative of Allyn & Bacon in Texas showed us the school-book "Fagruder's American Government" (and gave it as a present), of which only in Texas 250.000 copies are sold each year. It is the best- sold government book in the US, as he told us.

A similar success is not achieved simply, and certainly not in the US. James Long, a smaller publisher whom we were able to meet in Dallas, gets the credit for being able, better than anyone else, to explain to us how the famous procedure of the state-adoption of school-books works precisely. Breathless I was listening to his account, presented like a suspense story. Of the 50 American states 22 have a state adoption procedure. This includes a Textbook Committee, coming under the competency of the State Board of Education, and consisting of 15 members. This committee checks the books and at last in a public session it votes on the question which five books will be allowed in the state. Out of these five the teachers must make their choice. At the session the publishers are sitting in the hall, with no other role than to hold their tongues, also when hearing the voting explanations that are given and even during the discussions that the ladies and gentlemen of the Textbook Committee still have with each other. Just now I have not mentioned the number of 250.000 copies in connection with the sale of one book for nothing. Enormous interests are at stake. Not in the last place at the voting sessions in large and important states as Texas

and California. For the more conservative states of the US, with and without state adoption, are keeping an eye on Texas, just like the more progressive ones will watch California. So it is only relatively true that the states without an adoption-procedure, so 28 in number, are called 'open territory' by the publishers.

I had an interesting talk about school-books for social studies at 6th Avenue in New York City with Alma Graham of McGraw Hill. The absolute highlight of my stay of five weeks in the US, however, was my meeting, to be precise a lunchtime-discussion of 90 minutes, with seven people of Scholastic Inc. on Broadway, also in New York City. Those present were, among others, Dick Robinson, the president-director, and the chief-editors of the magazines "Scholastic Update" and "Junior Scholastic", Eric Catman and Lee Baier. With respect to aims and groups aimed at, these magazines are exactly comparable with those published by my own Amsterdam publishing company Keesing, called "Reflector" and "Elikopener". To be quite clear: I am the chief-editor of "Elikopener". My colleague Hans Ulrich is chief-editor of "Reflector".

Of the discussion at Scholastic I have a cassette-recording of 90 minutes.

It was fascinating for me to hear that not only our aims and groups aimed at, but also our problems are identical. But we must admit that the Scholastic-magazines are still made a good deal more professionally than we do it. For one thing, it struck me immediately what good maps they add to their articles.

Scholastic Update and Junior Scholastic each have a circulation of nearly a million. Still they are not distinct best-sellers. One has to cope with the same difficulties as we have to in the Netherlands. There are indeed few teachers who do not know the magazines and there are also few who are not willing to praise them for their quality. But they would still like to give priority to the book, respectively their own personal method, and then a subscription is just a little too expensive.

But Scholastic Inc. has made use of its experience with publishing magazines by setting up a whole series of new periodicals for education, so that now about 25 educational magazines are produced,

in particular for language-teaching, computers and vocational guidance.

Of the Scholastic-magazines I will make, as I agreed about with my director, a separate study.

For quite some time Scholastic Inc. has not confined itself any more to only publishing magazines. Now the magazines contribute only for about 15 % to the total turnover. For the rest it concerns books. Not only books for social studies, but particularly also literary books suitable for pupils.

In 1985 Scholastic Inc. celebrated its 65th anniversary.

500 Employees find a steady job in the main offices of this company in or near New York.

So far about Scholastic Inc.

Next in this chapter I would like to mention periodicals that are particularly competing to Scholastic Update. Here I refer to magazines that we all know: "Time", "Newsweek" and "US News & World Report". Since 1935 the weekly Time has had reduced subscription-fees for the schools and free appendices for teachers. Since 1985 these appendices have appeared weekly and they comprise quizzes, fact sheets, vocabulary exercises and, as the publisher himself puts it, 'tested teaching ideas'. Of course, advertisements within the framework of this Time Education Program appear in the professional journal for social studies 'Social Education'.

'Newsweek' and 'US News & world Report' do it, understandably, in a similar way. For instance, with Newsweek the price per student is 40 dollar-cent a week. US News & world Report adds - on top of the monthly 'Study units' for the teacher - a book: "101 Ways to use US News in your classroom". Indeed, it is evident that there are also dailies, like 'USA Today', which have special offers for the schools.

At many places during our tour I heard people talking about two other periodicals that are again specially made for education: the "Weekly Reader" and "Current Events". However, I did not see them anywhere. The 'Weekly Reader' has a large circulation, but is aimed at elementary education. 'Current Events' is for somewhat older children.

An interesting publication that I did receive is "World Eagle; the Monthly Social Studies Resource", aimed at high school. It is a publication completely filled with charts, graphics, statistics, maps and extracts from official and public reports. No editorial adaptation takes place. Further data are mentioned in my literature-list at the end.

Talking about publishers I would still like to mention once more the three institutions which I have already dealt with under the heading 'Washington'. The National Association of Secondary School Principals (NASSP), the Close Up Foundation and last but not least the United States Information Agency (USIA) have created all kind of interesting publications. In that respect the name of Dean Curry as animator of USIA-issues is catching the eye. I have mentioned some titles at the end.

7 HOSTS

We visited:

- + Mr. Jeffrey and Mrs. Jody Steren, Whitefish Bay, Milwaukee, Wisconsin.
- + Mr. John & Mrs. Donna Goodrich, New Berlin near Milwaukee, Wisconsin.
- + Mr. Dale & Mrs. Pat Bulla, Wiltshire, near Dallas, Texas.
- + Mr. & Mrs. Hal Hitchcock, Boulder, Colorado, and others.

Few of the many privileges that we have enjoyed in the US I have so appreciated as the "home hospitality" that we have met at several places. Thanks to it my acquaintance with the US was enriched with many intense, lasting impressions. With Jeffrey and Jody Steren I had a wonderful day in Chicago, where we visited the Sears Tower and the Oak Park district with the many buildings of Frank Lloyd Wright. John and Donna Goodrich had just seen their two children leave the house to go studying; the warmth with which they were talking about each other, about their children and their family, touched me deeply. The evening with Dale and Pat Bulla was very sociable. And with Mrs. and Mr. Hitchcock I met a larger company of elderly couples, all eagerly telling about their children and grand-children. And everywhere we were

invited for dinner, and this was always delicious. Also a barbecue party to which we had been invited in the Bay Area near San Francisco was exceptionally sociable. At the same time it was useful, for it was at the house of the principal of a high school, who had simultaneously invited many of her teachers with partners. Thus we made acquaintance with the faculty of the Alameda High School (for more see under 'Schools'). We were also very cordially received, though not at home, by Mr. and Mrs. Donald Sander, who showed us around at the Texas State Fair in Dallas, and by Bill Fleming who showed us the rest of Dallas in his van. Certainly I should also mention here the so-called local sponsors, the local organizers, who managed to arrange so much for us. Some of them gave us a good deal of personal attention, such as Fred Risinger in Bloomington (Indiana), and Terry and Dick Brown in Dallas.

8 WHAT I LEARNED

From the USIA we received instructions for the final report. Now I would like to focus on three points mentioned in them:

- 1 "Academic and professional benefits, and own contributions"
- 2 "Ideas and practices observed that might be of use in the educational system of my own country" and
- 3 "Development of mutual understanding among the people of the United States and the people of other countries".

Thomas Jefferson said: in Europe you are either the hammer or the anvil. We Americans do not want it to be so, he concluded. Of course, here lies the greatest challenge that the United States have confronted themselves with. It is true that one can proclaim political freedom and equality by law, but by just doing that democracy does not yet have a firm basis. A minimal condition is that the economic chances should be distributed over the various ethnic groups in a just way: the whites, the blacks and the hispanic people.

In some talks in Washington in the first week of my stay I hinted that I did not expect otherwise than that the negroes must be the

anvil here. With this idea in mind I had come from the Netherlands. As I proceeded on my journey, however, I got the impression that negroes work in all positions in the US, and not only in the lower ones.

Nevertheless, as a group they are still a long way behind the whites in many respects, but in the US the general conviction is that the process of integration must be continued. To put it even more strongly, that new groups must be involved in this process of integration, and here I refer specifically to the Spanish-speaking people. It is this very group that keeps growing, especially because of immigration, and shortly it will even outnumber the blacks. It seems that for these newcomers - and the US has always been the country of newcomers - one wants to maintain the American dream, too.

The clearer the norms and values are which can serve as points of reference, the better the integration-process will run. Well, that clarity seems to be present in the US, I think. If I see it correctly, and may say it in a somewhat pointed manner, then the white business-man in the well-fitting suit is a reference-point for all those who want to climb up in this society, or want their children to do so. That need not be done in an atmosphere of jealousy, for it is characteristic for the American to see success as proof of personal capacities. The immigrant is also likely to get hold of that attitude, if he has not got it already.

My opinion is, accordingly, that western European values and protestant ethics have kept dominating the United States. In addition, the economic success has maintained the American dream. And here I have returned to the beginning of my argumentation: political democracy cannot stay alive without a certain economic democracy.

My impression is that besides the American dream also the constitution has a firm position in society. In 1987 its bi-centennial anniversary will be celebrated. In any case the difference with the Netherlands is significant. In 1983 a completely modernized constitution started to function in our country. One would say: an event that can be considered as being highly important to our political life. Still little attention has been paid to it in the

media and in education.

A partial explanation for this silence can be found in the reluctance that catches us in the Netherlands when matters are concerned that would underline our unity. Do we really want to be one ? Or do we prefer to remain the country of segregation or pillarization: the Catholics here, the Protestants there, the socialists somewhere else again ? Though a process of de-segregation has been going on for years, that does not mean that a mentality which has grown for hundreds of years is being dismantled. Is the Netherlands really a fatherland for us ? What do we actually have as a common goal, i.e. in the field of ^{politics} politics ?

I am saying this without bitterness, for I love my country and its institutions, as well as the water-works which keep it above water. It is all visible reality, but we think it is un-Dutch to respect it. Of course, not a situation for an educator to resign to !

Meanwhile I hope that in the US I have not told too much evil about my own country. I have certainly had the opportunity to do so. Most extensively I could put forward my ideas in the conversation with the colleagues of Scholastic Inc. in New York. But there were more opportunities. At some schools teachers asked us explicitly to tell something about the Netherlands. Then students came automatically with questions. For instance, I remember that in Dallas I was asked to tell what the present-day relationship is like between our country and its former colony Indonesia. I remember, too, that more than once I put forward the model of 'pillarization' to clarify Dutch phenomena and attitudes. Besides I had ample opportunity to discuss and talk with Americans, not in the last place in the street. Further on the reader will find the heading 'what I can do'. Under it I will mention some actions that I want to undertake in consequence of experiences acquired during my American journey.

9 WHAT I SUGGEST

The United States Information Agency also asked us to reflect on:

1 "Program arrangements" and

2 "Improvements".

About these two points I would like to say a few things, too. The

general program as it had been thought out by Washington, as well as the detailed program as it had been compiled in the various places of stay, were quite satisfactory to me. At earlier evaluations I already said so explicitly. In my opinion, Elizabeth O'Malley and Robin Taylor of the Visitor Program Service (VPS) did splendid work as links between Washington and the local organizers. Once more my warmest thanks ! Hereby I would also like to thank once more Katherine Passias, our hostess at the United States Information Agency, for the attention that she paid to a.o. my wishes. The very same gratitude I would like to express for the cooperation which I got at the embassy in The Hague. Here I have to mention Mrs. Warners in particular, with whom I had an extensive talk before the journey.

This preparatory talk was of great significance, as it appeared to me later on. On this occasion I showed a rather immodest list of wishes in her direction - figuratively speaking -, and to my great joy I noticed that a great many, if not all wishes had been fulfilled.

Most useful, too, was a conversation with a former traveller who had been invited within the framework of the same program. It was the historian Kees Bogaerts of the Foundation for Teachers' Training ("Stichting Opleiding Leraren" (SOL)) in Utrecht. During the preparation of my journey and next during the journey itself, I also highly benefited from the report that Mr. Bogaerts and his colleague Mr. Wendel had compiled. If in the future the US Information Service in The Hague could assist in arranging such exchanges of information, it would be a good thing.

The American embassy also houses the American Documentation Center. Open on weekdays from 10 AM till 17 PM, tel. 070-460753. Though I was not able to make use of it myself, I strongly recommend this centre to future travellers.

Finally under this heading I will give some suggestions for improvement. I was grateful that in my journey nearly all important regions of the US were represented. However, the 'Deep South' was lacking. But even if one does not come here, the need of the traveller to study problems of the black population in the US

more closely, can still be fulfilled. I did have that need. I would have liked to talk with people of the National Association for the Advancement of Coloured People (NAACP), certainly in Milwaukee, where I heard that integration need not always be the highest priority of the NAACP. But I did not ask for this either. It could be a hint for the list of wishes of a next traveller.

Then he or she might add the following as well. In the US we were informed by nearly all the existing interest-groups in and around the school, except one: the parents. We heard about parents' evenings and the like, but we would also have liked to attend one.

Finally under this heading I refer once again to the literature-list at the end.

10 WHAT I CAN DO

Here I will mention some activities that can grow into fruits of my journey through the US.

First of all after finishing this report I will have my hands free to make a study of the magazines of Scholastic Inc., with a view to the improvement of our own Keesing-magazines and the possible extension of our collection of educational magazines. Subsequently, the previous pages have shown clearly, I suppose, how much the example of Close Up has inspired me. Fortunately and understandably that has not only been the case with me. Representatives of the Dutch youth-organization N'50 also made themselves acquainted at Close Up in Arlington with the work that is done there. N'50 has already made a start with organizing similar working-weeks for Dutch pupils in and around our political capital The Hague.

Meanwhile I would think that it would be good if such activities were given a broader basis. Specifically the Stichting Burgerschapskunde (SBK, Foundation for Civic Education) in Leyden and the Information Service of the Second Chamber of Parliament would have to be invited to participate, or to participate more.

Indeed, the same holds good for the Nederlandse Vereniging van Leraren Maatschappijleer (NVLM, Dutch Association of Teachers

of Social Science) and the Vereniging van docenten Geschiedenis en staatsinrichting in Nederland (VGN, Association of Teachers of History and government in the Netherlands).

In this set-up my publishing company can especially play a role by publishing written material for pupils. I would be delighted if at Keesing, my company, we would be able to develop an appealing learning method for citizenship education. Not an old-fashioned book, but a modern learning method in which both political structures and political processes are dealt with. With a view to these aspects I will closely study the school-book "Magruder's American Government" that I took with me.

And finally this: in our sober Holland we should still consider if we could not find 'teachers of the Year, too? Is that idea really too American?

LITERATURE-LIST

In the following list I mention books, booklets and some articles that I sampled before, during and after my journey and that I recommend to anyone who is interested.

In many cases there are more editions than the one I mention because just that edition is on my book shelf.

For a first orientation:

Berlitz Country Guide USA. Lausanne, Berlitz.

An outline of American government / An outline of American history /

An outline of American economics / An outline of American geography.

Washington DC: US Information Agency. Four books, obtainable at the embassies of the US.

Een blik op Amerika. Idem.

Comprehensive histories of the US, in English:

The Story of America. A National Geographic Picture Atlas. Washington DC: National Geographic Society, 1984.

Alistair Cooke's America. New York: Alfred A. Knopf, 1984.

In Dutch:

Triomf en tragedie van de vrijheid; de geschiedenis van de Verenigde Staten van Amerika. By J. J. Schulte Nordholt. Amsterdam: Meulenhoff Informatief, 1985.

Amerika, van kolonie tot wereldmacht. De geschiedenis van de Verenigde Staten. By J. Presser. Amsterdam: Elsevier, ± 1949.

A book on and of De Tocqueville:

Democratie en revolutie. Bloemlezing uit het werk van Alexis de Tocqueville, samengesteld en ingeleid door J.A.M. de Valk. Amsterdam: De Bussy, 1971.

Observations of Dutchmen in the US:

Mensch en menigte in Amerika; vier essays over moderne beschavings-geschiedenis. Door J. Huizinga. Tweede herziene uitgave. Haarlem: H.D. Tjeenk Willink, 1920.

Amerika levend en denkend. Losse opmerkingen. By J. Huizinga. Haarlem: H.D. Tjeenk Willink & Zoon, ± 1926.

Amerika in termijnen; een ademloos verslag uit de USA. By A. de Swaan. Amsterdam: Polak & Van Vennep, 1967.

Amerika, Amerika; ooggetuigeverslagen uit de Nieuwe Wereld. By Jan Donkers. Amsterdam: De Harmonie, 1982.

Some books of the United States Information Agency (USIA):

Conflict in America; a history of domestic confrontations.

Washington DC: Voice of America/USIA, 1976. (Forum Series.)

A comparative approach to American history edited by W. Vann Woodward. Washington DC: Voice of America/USIA, 1968 and later. (Forum Series.)

Reflections on America & Americans; essays on American society and character edited by David Queen. Washington DC: ~~xxxxxx~~
~~Amerika/Wilix~~ US Information Agency, 1985.

The Supreme Court and Human Rights edited by Bruce Marshall.

Washington DC: Voice of America/USIA, 1982. (Forum Series.)

On American education:

De school en de hoofdzaken; de middelmatigheid van het Amerikaanse onderwijs. Artikel van Drs. J.G.F. Veldhuis, e.t. directeur-generaal diensten onderwijs en inspectie op het ministerie van Onderwijs en Wetenschappen, tevens inspecteur-generaal van het onderwijs. In: VR: Handelsblad van 27 oktober 1983.

Ond-erwijs in Amerika. Special bij het maandblad 'School' met artikelen van Kees Hennephof e.a., februari 1986.

A Nation at Risk: The Imperative for Educational Reform. A Report to the Nation and the US Secretary of Education by the National

Commission on Excellence in Education. April 1983.

On the field of the social studies:

Social studies school service yearly catalog. Culver City, California: Social Studies School Service. My edition: 1985.

Nagrunder's American government revised by William A. McClenaghan. Newton, Ma.: Allyn & Bacon, 1985.

Reasoning with democratic values: ethical problems in United States history by Alan L. Lockwood & David E. Harris. New York & London: Teachers College Press, Columbia University, 1985.

Perspectives. Arlington, Virginia: Close Up Foundation, 1985.

This is a reader on the American constitution and political structures.

Current issues. Arlington, Virginia: Close Up Foundation. Yearly. My edition: 1985.

An introduction to capitalism, socialism and communism. Educative filmstrips. Washington DC: National Geographic Society, 1985. with audiocassettes and teachers' manual.

The phenomenon of change. Essays edited by Lisa Taylor, director of the Cooper-Hewitt Museum, National Museum of Design of the Smithsonian Institute, New York City. New York: Cooper-Hewitt Museum in collaboration with Rizzoli International Publications.

World Eagle: the monthly social studies resource. Data, maps, graphs. 64 Washburn Ave., Wellesley, Ma. 02181.

Social studies: some gulfs and priorities by Howard D. Behlinger. Chapter XIII of the 80th Yearbook of the National Society for the Study of Education: The Social Studies, 1981. University of Chicago Press.

On publishing:

Books: the culture and commerce of publishing by Lewis A. Joser, Charles Kadushin & Walter W. Powell. Chicago & London: The University of Chicago Press, 1985.